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ABSTRACT

The seven descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in the U. S. which may have direct applicability to improving program practices in various parts of the world. The programs described are: the Appalachian Adult Education Center (Morehead State University, Kentucky); The Georgia Expanded Food and Nutrition Project (Georgia Cooperative Extension Service, Athens); The Dr. Martin Luther King, Jr. Adult Education Center (Kankakee, Illinois); Top of Alabama Regional Adult Secondary Education Project (Huntsville, Alabama); Regional Occupation Centers and Programs (Los Angeles Unified School District); Minnesota Literacy Council, Inc. (St. Paul, Minnesota); and Parents and the Developing Child (Utah State Board of Education). Information such as the program's setting, organization and administration, program description, educational strategy and activities, and future activities and projections is discussed in detail for each program. (BP)

THE APPALACHIAN ADULT EDUCATION CENTER
Morehead State University
Morehead, Kentucky

I. SETTING

Under the authority of the Adult Education Act of 1966, the Adult Education Center began work in 1967 as a special project to develop, test, demonstrate, and disseminate improved adult education practices: programs, materials, facilities, teaching techniques, and educational technology for undereducated adults. The Center is essentially a catalyst for improving living through education, and its goal is to improve adult education practices throughout the nation as a result of work in the Appalachian region.

The Center is located on the campus of Morehead State University in Eastern Kentucky, the heart of the Appalachian region. The region consists of the mountain counties of thirteen states, and the cultural, economic and physical isolation of many undereducated adults in Appalachia pose a unique challenge to adult education. While undereducation and poverty in rural areas are often overshadowed by the problems of the cities, those problems are nonetheless worthy of national attention.

The overall objective of the Center is "to effect significant improvement in the efficiency and quality of adult basic education throughout the nation as a result of developmental program activities focused, generally, upon a geographic region encompassing all of Appalachia."

The AAEC divides that general objective into twelve components for study:

1) Adult Learners
2) Business and Industry
3) Client Participation in Planning and Management
4) Counseling
5) Delivery Systems
6) Follow-Up
7) Interagency Cooperation
8) Placement
9) Recruitment
10) Retention
11) Services: Methods, Materials, Diagnosis, Instruction
12) Staff Development

In its projects, the AAEC is less concerned with isolating components for research than with studying the developmental process of effective adult education practices. The AAEC, therefore, attempts to look at all these components in all its projects, focusing upon one component for closer study. In the developmental process, however, that focus may change. Success in the first AAEC projects involving interagency cooperation, for example was observed to be dependent on one person's capability to interrelate services. The realization that the problems and needs of human beings--particularly the disadvantaged--are too complex to be met adequately by

any one person, agency, or institution led the AAEC to study more closely how to coordinate just two institutions, adult education and the public library. AAEC work with public libraries illustrates a major shift in focus within objectives as a result of needs observed in the developmental process.

II. ORGANIZATION AND ADMINISTRATION

The AAEC unites federal, state, and local governments in a partnership that serves as a model for other regions with unique populations. As a regional center, the AAEC is able to circumvent the constraints of political and geographic boundaries. The AAEC works with the region's state directors of adult education and libraries to identify regional problems; the Center then conducts projects at the local level that test possible solutions to those problems, decreasing the amount of time and money the states must spend to reach solutions. Knowledge gained from the project then goes back to the state directors for use in their programs. The involvement of adult education and library leadership in identifying problems and providing state and agency resources toward solutions helps to create openness to the application of new and improved practices in their programs.

In Kentucky, for example, the need was seen for individualization of instruction through learning centers, as opposed to traditional classroom instruction. The AAEC, with multiple agency support, demonstrated one learning center project. Its success in serving adult students encouraged the state leadership to develop learning centers statewide. Later AAEC demonstrations studied the delivery of adult education by paraprofessionals in home instruction, and Kentucky has also adopted that system, assigning paraprofessionals to provide outreach services from the developing learning centers.

Support for AAEC activities has come from many sources. The table on page 3 shows the sources and titles of AAEC grant awards by year.

At the local level, AAEC projects are organized and administered through three basic steps:

1) community assessment--a review of demographic information, and community needs and resources;

2) the setting of objectives--in a planning session with the AAEC, project staffs, and community policy makers; and

3) management by objectives--a detailed work statement outlining specific goals, activities, responsibilites, knowledge needs, and documentation for evaluation.

AAEC staff members help the local project design objectives, monitor the progress of projects, disseminate project findings and based upon those findings, offer technical assistance to programs in and out of the Appalachian region.

The central AAEC staff, though assigned by job description to major responsibility in one or two projects, serve as an interdisciplinary resource to all AAEC projects. The staff varies from year to year depending on funding and scope of work, but usually consists of eight professionals, including adult

AAEC FUNDING SUMMARY 1967-1974

GRANT PERIOD	AUTHORITY	TITLE (S)
1967-1974	Adult Education Act of 1966 (as amended), Special Experimental and Demonstration Projects, P.L. 89-750 Section 309(b)—P.L. 91-230	Demonstration, Development and Research Project for Programs, Materials, Facilities and Educational Technology for Disadvantaged Adults (1967, 1978, 1968, 1970)
		A Practical Assistance Center for Adult Education Demonstration Programs Through Inter-agency Funding and Cooperation (1971)
		Community Education: Comparative GED Strategies (ETV, Home Study, Learning Centers and Job Sites), Career and Parent Education (1972)
		Community Education: Comparative GED Strategies (1973)
1968-1970	Adult Education Act of 1966 (as amended), Institute for Training in Adult Basic Education, P.L. 89-750 Section 309(c)	Characteristics of the Appalachian Disadvantaged Adult (1968)
		Individualized Instruction for Teachers of Rural Adults—Reading (1969)
		Individualized Instruction of Reading and Mathematics for Trainers of Teachers (1970)
1969	Commonwealth of Kentucky, Division of Adult Education	An Evaluation of the Kentucky Adult Basic Education Program
1969	Department of Health, Education and Welfare, Region IV—"Small Contracts," Regional Research	A Dialect Survey of the Appalachian Region
1969-1972	Southern Regional Education Board (SREB), Adult Education Act of 1966, Section 309(c)	Staff Development
1969	Commonwealth of Kentucky, Commission on Aging	Information Referral for the Aging, Institute on Aging
1970-1972	Commonwealth of Kentucky, Division of Adult Education	Morehead State University Learning Center (1970-continuing)
1970	Appalachian Regional Commission	Cable Television in Central Appalachia: A Feasibility Study
1971-1973	Bureau of Libraries and Learning Resources, Title II, Part B, Higher Education Act of 1965, P.L. 89-329 (as amended)—DEMONSTRATION	Interrelating (Coordination) of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models . . . 1972, 1973: Continuing Demonstration of State-wide Awareness and Implementation.
1972 & 1973	Division of Library Programs, Title II, Part B, Higher Education Act of 1965, P.L. 89-329 (as amended)—TRAINING	Expanding Public Library Services to Disadvantaged Adults (An Institute for Training in Librarianship)
1971-1973	National Right to Read Effort, P.L. 92-318, Part A, Title III, Section 303	Appalachian Community Based Right to Read Programs, (Home Instruction Project)

educators with national and international experience. In addition to the executive director, who is responsible for the total operation and the integration of its various components, the AAEC has employed specialists in evaluation, training, learning centers, public libraries, research, reading, curriculum, and media, as well as an administrative assistant, a writer, and secretaries. The central staff is also supported by professionals from the University's Department of Adult, Counseling and Higher Education, graduate assistants and students, and consultants and specialists in areas of AAEC concern.

III. PROGRAM AND ACTIVITIES

Four major concepts guide the work of the Center:

1) that educational programs must be designed in terms of the characteristics and needs of the people to be served;

2) that education for adults must stress not only the development of basic skills but also the application of those skills to the business of everyday living;

3) that adults are most effectively served through cooperative planning and sharing of resources among all the institutions, agencies, and organizations that are concerned with the education and welfare of the people in the community, and

4) that demonstration projects should (a) be capable of replication; (b) continue after the demonstration period; and (c) disseminate their findings.

A major AAEC concept and strategy is that educational programs be designed in terms of the characteristics and needs of the people to be served, i.e., the 57 million adults in the U. S. with less than a high school education. Rather than characterizing that target population in terms of ethnic or geographical differences, however, the AAEC finds it more useful to look at the target population in terms of their varying degrees of educational and economic disadvantagement. The AAEC believes it has identified four groups of people that require different kinds of designs for educational and other services. The groups are based on individual characteristics; members of different groups can be found in the same family.

Group I. The AAEC calls "Group I" those people who have less than a high school education, but who are economically and personally secure, and who believe in education, libraries, and other services. They are relatively easy to recruit, to teach, and to serve. They can be recruited through the media, can learn in lectures and classes, and are, therefore, economical to serve.

Group II. Those in Group II have suffered some discomfort from their undereducation, such as continuous underemployment, or being unable to help their children with school work, but they are also relatively easy to reach and to serve. They show large, quick gains in achievement and dramatic changes in life style, but they are second lowest of the four groups on an index of need.

The chief adjustment needed in services for this group is a time adjustment--flexible hours that fit in with work schedules and family responsibilities.

Group III. Those in Group III have a long way to go to high school equivalency, and to a living wage. If they have been employed, it has been sporadically, in low-paying, dead-end, short-term jobs. But they, too, still believe there is a return to be had from public services.

The outstanding service need of Group III persons is for individualization. The AAEC studies have shown unequivocably that this group can be reached only through one-to-one recruitment (either door-to-door or agency referrals) and one-to-one services (although well-designed media campaigns do lend credibility to personal recruiters).

Group IV. Group IV is the smallest group, yet highest in priority on an index of need. Often referred to as the "hard core," or "stationary poor," this group is so fatalistic that they do not believe that they can have any control over their own futures.

A review of the literature on health, educational, and welfare services to the poor and undereducated indicates that Group IV must initially be served in their homes. They use the little energy available to them on survival, not on what they appear to consider futile attempts at changing the status quo. Yet AAEC studies have shown that individuals from this group can show significant gains in learning and changes in behavior when approached through the proper delivery system--home instruction. (See Figure 1.)

Basic Skills and Coping Skills

The AAEC contends that those concerned with the education of adults should encourage not only the development of basic skills but the application of those skills to problems of everyday living. That application requires a series of skills, which the AAEC calls coping skills.

1) to define a problem as a need for information;

2) to locate the needed information in the community;

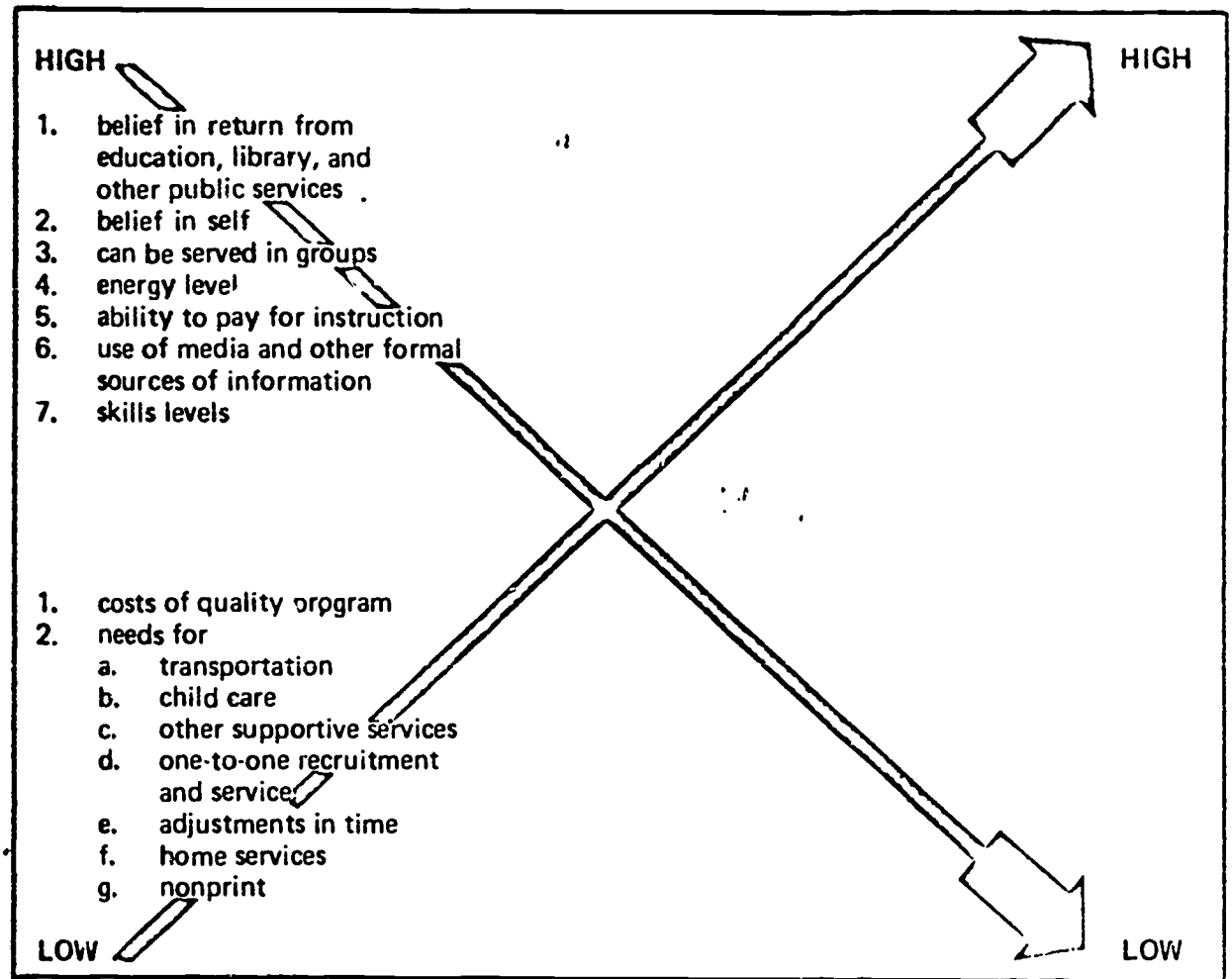
3) to process the information (to read or hear it with comprehension, to relate it to other knowledge, to accept or reject the information, and to review its uses); and

4) to apply the information to the problem.

The development of those skills in adults is a complex process, and requires more resources and reinforcement than most adult education programs can provide alone.

Figure 1

Relationship Between Individual Characteristics of Adults
with Less Than High School and the Design of Delivery Systems of Public Services



Group I	Group II	Group III	Group IV
Economically and Personally Secure	Problems from Undereducation; Continuously Underemployed	Far from High School Completion; Sporadically Employed	Fatalistic Unemployed Unemployable

Interagency Cooperation

The multiple problems that accompany poverty and undereducation, the need for coping skills development, and the need to upgrade services for the undereducated while avoiding the costly duplication of services, lead to the third AAEC position: that undereducated adults are most effectively and efficiently served through the cooperative planning and sharing of resources of all the institutions, agencies, and organizations in the community that are concerned with the education and welfare of adults.

The Purpose of Demonstrations

The AAEC holds three positions in regard to demonstrations. The first is that the expenditure of tax dollars for demonstration should point the way for large scale improvement in the public service fields. The settings of demonstrations cannot be so unique nor their techniques so expensive that they cannot be replicated elsewhere, and whether successful or unsuccessful, they should provide guidance in implementing programs in other settings.

A second AAEC position strives for the continuation of demonstration activities after the demonstration ends. Part of the demonstration is incomplete if the service does not continue on its own merits, and the new service is not likely to be successfully replicated elsewhere without tested methods of institutionalization. (More than eighty percent of the AAEC demonstration projects do continue after AAEC support ceases.)

The AAEC holds a third position: that the generation of new knowledge must be accompanied by systematic dissemination of that knowledge. The AAEC disseminates its findings through print, non-print, personal contact, and technical assistance. As a result, AAEC projects have been replicated in states across the Appalachian region and the nation.

The AAEC has conducted more than 100 projects since 1967, a few of which are listed below:

Development of Rural Community Schools
Support of School Officials
Use of Typewriters for Motivation
Teacher-made Supplementary Reading Materials
Learning Centers
Home Study
Parent Training for Pre-School Education
Computer-assisted instruction
Cooperation of Public Service Agencies
Driver Education for ABE
Adult Student Assessments
Use of Counselor-aides
Self-Instructional Packages for Teachers
Effect of Methods of Literacy Training on Self-Concept
Involvement of Business and Industry
Recruitment Methods
Use of Teaching Machines
Use of Video-Tape Recording Instruction

Change in Aspirations of Graduates Trained as Professional Teachers
Use of Volunteer Recruiters and Teachers
Use of Mobile Learning Center
Low Readability Newspaper
Characteristics of Good ABE Teachers
Use of Cable Television in Community Education
Study of the Ability of Literacy Programs to Meet Legislativ
Goals and the Goals of Adult Students
Study of the Appalachian Dialect
Study of the Relationship of Literacy to Mining Accidents
Study of Changes in Alienation with Literacy Training
Study of Nutrition Habits of Undereducated Adults
Study of Recruitment Techniques
Cooperation of Literacy Programs with Vocational Agricultural Education

Some of the major findings of those projects were:

(1) Salaried, former successful adult students make the best recruiters. (2) All people--from the state director to the ABE student--need to be involved in the initial definition of needs and the development of behavioral goals for successful programs. (3) Drop-outs decrease with the use of individually prescribed instruction and flexible times and places that fit in around adult responsibilities. (4) Placement--low iliterates have more trouble getting employment because of bad work records than because of lack of skills or a diploma. World-of work skills are needed. Too many programs advertise that ABE will help with job-getting and keeping when no placement services are offered. (5) A three-year follow-up study of 85 ABE graduates found an annual return to the economy of $400,000 and that 80 percent of a random sample of their children were achieving better in school. (6) The most useful evaluation desgin for projects includes: (a) an intensive two-day planning session to involve all administration, instruction personnel, and students to desgin; (b) specific objectives, activities to meet those objectives, and the ways of documenting those objectives; (c) a folder system for keeping track of all students; (d) criterion reference tests that hook development of skills to application of skills; and (e) frequent reviews of progress for program adjustment. Systematic evaluation should look at not just program evaluation. i.e., test scores, but also at the individual students and teachers. The bulk of work on evaluation must occur in the planning stage.

IV. FUTURE ACTIVITIES

Currently, the AAEC is concentrating its efforts in five major areas summarized below:

1) demonstrations of the use of trained indigenous para-professionals taking ABE instruction to the homes of clients;

2) demonstrations of rural and urban community education projects;

3) a study of the effectiveness of a televised adult secondary education series, alone and in combination with support systems;

4) demonstrations of coordination of services between ABE and the public library; and

5) assistance to public libraries in expanding services to all disadvantaged adults.

Although AAEC funding from year to year is always uncertain, at this time the Center plans to write proposals in the following area: (1) higher education and in-service training for adult education personnel via satellite; (2) continued library training institutes in two more Appalachian states; (3) demonstrations of rural information and referral services in libraries in four Appalachian states; (4) community education through schools, public libraries, and the YMCA; (5) a Right-To-Read study of the connection between the development and the use of reading skills.

THE GEORGIA EXPANDED FOOD AND NUTRITION PROJECT

Georgia Cooperative Extension Service
University of Georgia
Athens, Georgia

I. SETTING

In 1965 the National Consumption Survey pointed out that fifty percent of the American population were not eating the recommended daily dietary allowance. Of this percentage, one-third did not have enough food to stave off hunger, while the other two-thirds were malnourished, not because they lacked food but because it was not consumed in the right amounts. Congress responded to these pressing nutritional problems by expanding existing Food Assistance Programs and providing funds for the nation-wide Expanded Food and Nutrition Program (EFNEP).

The Cooperative Extension Service was granted the responsibility for putting EFNEP into operation. Congress selected Cooperative Extension because of its unique organizational structure which combines the resources of the United States Department of Agriculture, state land-grant institutions, and local governments. Authorized in 1914 by the Smith-Lever Act, Cooperative Extension's broad purpose is:

> . . . to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same . . .[1]

The overall objective of EFNEP fits well under this broad purpose. EFNEP helps low-income and disadvantaged families to improve the nutritional quality and adequacy of their diets. This was EFNEP's original objective and it has remained basic to the project. However, another major objective was to demonstrate that indigineous paraprofessionals can effectively teach the poor. The objective has been realized: the paraprofessionals work is the major strength of EFNEP.

II. ORGANIZATION AND ADMINISTRATION

EFNEP functions through local county extension offices. These offices are manned by college-trained personnel known as county extension agents who reside in the community they serve. The local extension agent in home economics trains and supervises the paraprofessionals who work with homemakers on an individual and a group basis, providing personal educational assistance in foods and nutrition and related subjects. Presently in

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[1]Cooperative Extension Service Act (Smith-Lever Act), 38 Stat. L 372, 7 U.S.C. 341-348 (1914).

Georgia, there are two hundred paraprofessionals under the supervision of twenty-eight extension nutrition agents. There are also three state staff members.

Both the county extension agents and paraprofessionals benefit from advisory groups which assist EFNEP units. Citizen groups are organized into program development committees which identify needs, make decisions, take action, and coordinate the program. In addition, other agencies which have common or complementary interests are involved in program coordination of EFNEP.

Local sites for EFNEP were selected by State Extension Services. Some states received enough money for only one site, while others were able to have many units. Federal funds were allocated to the states according to a formula set by the Office of Economic Opportunity. The national program received $10 million in 1969, its first year. In 1970, Congress appropriated $30 million to expand EFNEP. Then in 1971, the appropriation jumped to $50 million and has remained at that level. Georgia's share of the $50 million in federal funds was $1,731,950 in 1973-74. This money is used primarily to pay nutrition aides and provide their support--travel, equipment, and supplies--in each county.

Georgia initiated the program with ten counties in 1969. In 1970, seven counties were added. The following year, 17 more counties were added. The program has been successful in 34 counties for the past three years. Now, 11 additional counties are being added, with a similar number being phased into a maintenance stage.

III. PROGRAM

Paraprofessionals are not nutritionists and cannot be expected to know even the simple concepts of food science. They are not professional educators. They don't realize that organization of learning experiences provides for quicker and more lasting learning. They never heard of educational jargon such as continuity, sequence, and integration.

Therefore, the competence of nutrition aides will depend, for the most part, on training which professional home economists plan and implement. The success in changing the behavior of EFNEP homemakers is hinged on the knowledge, values and skills of its total staff to include both professionals and paraprofessionals.

Upon employment, the nutrition aide receives two weeks of intensive training. This training surpasses basic nutrition. It includes needs, characteristics, and values of the target audience and the mechanics of the program. Once aides begin their field work, they continue in-service training. For at least four hours per week, aides are provided additional support training. They share ideas. Just as important, they prepare themselves to meet new faces and new challenges.

IV. EDUCATIONAL STRATEGY AND ACTIVITIES

Characteristics of the low-income, disadvantaged family were the basis for EFNEP educational methodology. Many clients were non-readers or low-level readers. They were reluctant to "come out" to established places for information, where often the information was not suitable to their needs or their educational level.

With these characteristics in mind, a basic "curriculum" was developed to cover the following areas:

Food and Nutrition Areas

1) Nutritional needs of family members
2) Meal planning
3) Food budgeting
4) Food buying
5) Food preparation
6) Food storage

Areas Related To Food and Nutrition

1) Financial management
2) Consumer education
3) Equipment necessary for food preparation, storage, and utilization
4) Family relations and planning
5) Health and sanitation practices
6) Referral assistance to other services
7) Personal development
8) Gardening and food production
9) Food preservation

This basic curriculum has been presented in different ways in the past four years. However, the basic format has remained the same. It consists of three components:

1) Mini-lesson - A one-page guide for a single-concept lesson. It enables the aide to organize her visit with the homemaker into basic SHOW, TELL, DO, PLAN segments. SHOW is the visual or prop which the aide uses to illustrate the lesson. TELL lists in order the major points which the aide should cover. DO suggests an activity which actively involves the learner (e.g., newspaper shopping, price comparison or food preparation). PLAN outlines what should be done between visits.

2) Illustrated concept - An illustration geared to each mini-lesson, a graphic expression of the lesson.

3) Illustrated handout - A single-page illustrated sheet left with the homemaker. It reiterates the main point of the day's lesson. On one side, it may have an illustrated recipe related to the lesson of the day.

The presentation of these three basic components varies depending on the budget and the evaluation of the instructional tool. One popular format is the nutrition program calendar.

In 1974, the nutrition program calendar featured:

1) Twelve long calendar sheets with a calendar grid and seasonal hints which were attached to a plastic top. Every homemaker received one.

2) Half-page concept sheets - There were three packets organized in groups of twelve -- one for each month. Depending on a homemaker's needs, the aide selected one of the three packets: Packet No. 1, on the basic four food groups; Packet No. 2, on handling food; and Packet No. 3, on the relationship of food to nutrients and nutrient function.

In general, Packet No. 1 was appropriate for beginning homemakers; Packet No. 2, for second year homemakers. and Packet No. 3, served more advanced homemakers. An effective paraprofessional could mix and match, selecting twelve concepts that best suited her own packet. The paraprofessional must identify a need and fit the right educational material to the right homemaker at the right time.

One concept is taught on each monthly visit. The paraprofessional teaches from the accompanying mini-lesson, and leaves a handout activity with the homemaker.

The same functional format is currently being presented in an anti-inflation package. This new idea is to maintain quality education at a fraction of the cost. The same basic concept packages, with accompanying mini-lessons and illustrated handout activity sheets for the homemaker will be combined together in a flip chart. Each of three basic flip charts will have twelve monthly concepts. Each concept will be presented with three illustrated pages. The mini-lesson is printed on the back of the page for the paraprofessional to consult as the homemaker sees the visual. A fourth page is a copy of the handout activity for the homemaker. Each homemaker receives a copy of the illustrated activity.

In the first five years of the program, through December of 1973, over 980,000 U. S. families participated in the program. These families represent approximately 4.5 million persons. Average income per family was estimated at $3000. Currently, it is estimated that about 90 per cent of the families being reached have annual incomes of less than $5,000, with the size of families averaging between 4.6 and 4.9 persons.

EFNEP's success is due in a large measure to its effective assessment of need. Homemakers' needs are identified based on four sources of information:

1) Food recall which provides an indication of the homemaker's current eating patterns.

2) Specialists' recommendations.

3) Paraprofessionals' observations recorded in detailed logs.

4) Homemaker's expressed needs.

Unique among the above sources is the food recall record which assesses the behavioral change in the diet of each homemaker. The instrument is made by having the homemaker recall her dietary intake over a twenty-four hour period. Recalls are recorded when a homemaker first joins the EFNEP program and thereafter at six month intervals. The following illustration indicates food changes in EFNEP homemakers between 1972-73:*

Food Group	% having recommended # of servings		Food Group	% having recommended # of servings	
Milk			Fruits & Vegetables		
	1st Recall	24%		1st Recall	15%
	5th Recall	34%		5th Recall	28%
Meat			Breads & Cereals		
	1st Recall	76%		1st Recall	45%
	5th Recall	81%		5th Recall	55%
			All Four Food Groups		
				1st Recall	4%
				5th Recall	11%

*2,863 reporting #1 Recall
967 reporting #5 Recall

V. FUTURE ACTIVITIES

In 1973-74, paraprofessionals in Georgia's EFNEP taught 43,106 homemakers. Such numbers in themselves testify to EFNEP's attraction and value to low-income families. More significantly, the food recall data of 1972-73 demonstrate EFNEP's effectiveness in changing poor dietary habits. While Georgia's EFNEP seeks to increase the number of participating homemakers and to improve its service to them in this area, the project has become increasingly concerned with moving the homemaker into other Extension programs. The key word now is progression for families:

1) Progression of depth of subject matter from the concrete to the more abstract concepts, e.g., milk is one of the basic four food groups; these food groups are necessary for healthy bodies; milk contains nutrients which build bones and teeth; milk contains calcium; calcium builds bones and teeth.

2) Progression into other areas of learning such as clothing and sewing, home improvement, and food production.

3) Progression from one-to-one education to group experiences.

4) Progression from having education brought to them to seeking out education.

DR. MARTIN LUTHER KING, JR.
ADULT EDUCATION CENTER
Kankakee, Illinois

I. SETTING

The Dr. Martin Luther King, Jr. Adult Education Center, an extension of the Kankakee Community College, is located in the black, low-income section of Kankakee, Illinois. The King Center provides the opportunity to begin or complete an elementary or high school course of study. More important, however, is the King Center's primary purpose of fostering dignity and security in each student. The school operates on the basis that every man has his dignity and it should be respected by everyone: students and teachers alike.

The King Center was founded in 1968, under the sponsorship of Kankakee Community College, but its roots go back to 1963 when an innovative adult education center was established in the Woodlawn area of Chicago. The Director of this Center felt that too many undereducated adults carry within themselves an overwhelming sense of past failure and a fear of failing again. The ultimate success of the Woodlawn Center was a tribute to its Director's understanding of adult insecurities and her ability to develop a new educational program that would dispell them. Students came to view this learning center as uniquely different from the educational institutions they equated with personal defeat.

Woodlawn Center's influence cast its shadow sixty-six miles from Chicago to Kankakee where a Catholic priest and nun were seeking a way to better the lives of persons living in a poor black community. They sought to duplicate the Woodlawn model in Kankakee in a three-story house that would provide a non-threatening setting. The house and location were chosen as the best learning facility to meet the needs of the people; such as lack of transportation, lack of time for commuting, lack of clothing to meet the standards of people in other sections of the city, the need to be in an environment that did not recall failure and frustration and the need for a "success orientation" in their own neighborhood. A community census taken in 1968 confirmed the need and desire among community residents for such a house and learning center. The house, though in dire need of repair, was a valuable gift to the community from the Clarician Fathers. It became a focal point around which community interest grew, as industries, churches, the Kankakee Chamber of Commerce, and community people combined resources and energies in a massive renovation effort. The physical result was eight classrooms, an office, a kitchen, and two bathrooms. The result is still being realized four and a half years later in a new sense of fellowship among the people of this community.

II. ORGANIZATION AND ADMINISTRATION

Crucial to the establishment and continuation of the King Center is its unique relationship to Kankakee Community College (KCC). Impressed with the idea and philosophy of a neighborhood learning center, KCC agreed to include the King Center as one of the College's sixty-one outreach centers. Sponsoring the King Center under KCC's Continuing Education program enabled the King Center to operate with considerable autonomy, while at the same time receiving the direction and assistance it needed to overcome the many hurdles a new program meets.

The vital link with the Continuing Education Division of KCC is a significant departure and reinterpretation of the way institutions of higher learning can nuture and support community development efforts without controlling them. The King Center affords a channel through which the resources of a community college can flow to the target area. Those resources include not only monies and the expertise of educational staffs, but KCC's ability to facilitate the involvement of state and federal programs, knowledgeable advisory groups, community organizations, and the public media.

The King Center has two major sources of funds. One source is KCC through the Division of Continuing Education. The College finances the academic and administrative levels of the Center through the Office of Public Aid, the Superintendent of Public Instruction, Springfield, Ill., the U. S. Office of Education, the Illinois Coimmunity College Board, and the Illinois Board of Higher Education.

The second funding source exists for the maintenance of the King Center property and the supervision of all donations and expenditures. Monies for this purpose come from the people of Kankakee. The responsibility for managing these monies is allocated to a sixteen member Board of Directors representing a cross section of residents, both black and white, throughout the entire Kankakee area. An alumnus of the Center, a student from the current academic year, and a representative from KCC are included among the Board membership.

One full-time principal and seven part-time teachers are employed by the King Center. The principal has a Master's degree in Administration and teacher certification for both elementary and secondary education. Each teacher is certified and has taken extension classes in Adult Education from Northern Illinois and Governor State University.

III. PROGRAM AND ACTIVITIES

The location of the King Center, the availability of classes in the morning, afternoon, and evening, the open entry/open exit policy, the faculty and the academic equipment have all been selected in accordance with the objectives of the Center. The home-like and adult atmosphere of the house makes the new student comfortable. Instead of desks, one finds tables and comfortable padded chairs. Instead of a teacher sitting behind a large desk one finds a group of people seated around a table, each engrossed in the topic of conversation. It is often difficult to distinguish the teacher from students. The dynamics that occur in these small groups averaging

seven students and the ethnic exchanges experienced there enable the student to appreciate different cultures while furthering self-esteem in his own heritage.

The emphasis in the primary division is on basic reading and vocabulary skills, and the basic number skills. The main emphasis in the elementary division is on more complicated reading and number skills. The GED department consists of people studying in six subject areas: Government, Literature, Mathematics, English, Social Studies, and Science.

Self-programming, tutoring, and class presentations also form a part of each student's program. Members of the community are periodically invited to conduch enrichment classes in such areas as legal rights, financial management, and homemaking.

Lack of an adequate day care center prevented many parents from attending the King Center. In response to this need the Center established the Dr. King Day Care Center in a building adjacent to the house. With the support of Public Aid monies for those unable to pay for their childrens' participation, the Day Care Center has grown from a two-hour program for seven children in 1968 to the present nine-hour program for thirty-eight children. Priority of placement is given to children who have a parent studying with the King Center.

In an effort to serve the whole family, a Tutorial Summer Program for elementary school children was held at the King Center during its first two summers of existence. This program rapidly outgrew the size of the house and was moved to Franklin School, with financial help from Kankakee School District #111. In the last two years, it grew again. In 1972, the tutorial program was financed on a yearly basis, and a bi-lingual department was added. During the regular school term, one hundred children meet twice a week from 6:30 to 8:30 PM. Last year's summer school totaled 450 children. The Center is also a Referral Center for students in needs of jobs, food, clothing, housing, legal advice, out-patient clinic help. "Threshold," the city's drug center, sends many students to the King Center.

IV. FUTURE ACTIVITIES

In addition to containing its current programs as described in this paper, two additional areas of concern are projected for the King Center:

1) A proposal has been advanced for the King Center to open a Learning Center in the Kankakee County Jail. At the moment, Kankakee Community College Continuing Education Division is working towards that goal.

2) The King Center and the Continuing Education Division are now exploring methods of establishing an educational program link between the King Center and the College's occupational and career training programs.

TOP OF ALABAMA REGIONAL ADULT SECONDARY EDUCATION PROJECT
Huntsville, Alabama

I. SETTING

Alabama shares with other states the problem of a large percentage of its adult population having less than a high school education. Approximately one million Alabama adults over twenty-five have not completed high school.

The potential waste of nearly three-fifths of the State's adult population prompted the Top of Alabama Regional Service Agency (TARESA) to establish a high school equivalency program as one of its top priorities. Funds were received from the U. S. Office of Education to begin the program.

TARESA is headquartered in Huntsville and serves an area consisting of five northern Alabama counties. With the exception of the city of Huntsville, the five-county area is rural.

In the 1973-74 project year, TARESA set a goal to enroll one thousand adults in the adult secondary education project, and to help at least five hundred of these adults pass the General Education Development (GED) exam. By June 22, 1974, approximately 1400 adults had enrolled and 561 had received their GED certificate.

II. ORGANIZATION AND ADMINISTRATION

TARESA is an outgrowth of the Human Resources Program of the Top of Alabama Regional Council of Governments (TARCOG), an economic development district serving the northeast Alabama area. After incorporating on its own, TARESA continues to umbrella five educational programs that help develop the human resources of the region. In addition to the adult secondary education project, the other four include a Head Start project, a project called Talent Search, a Special Education project, and the Applied Technology Satellite Program in Reading and Career Education. Each project has its own director, and TARESA is headed by an executive director. (See Figure 1.)

III. PROGRAM AND ACTIVITIES

The TARESA adult education project has three components. Each is designed to reach special groups of learners, but the three components are mutually supportive of one another.

The first component consists of learning centers, one located in each of the five counties in the service area. The centers are located in areas designated by the city and county superintendents of education. Their facilities include three technical institutes, a community college, a city hall, a community center, and a high school.

TOP OF ALABAMA REGIONAL EDUCATION SERVICE AGENCY

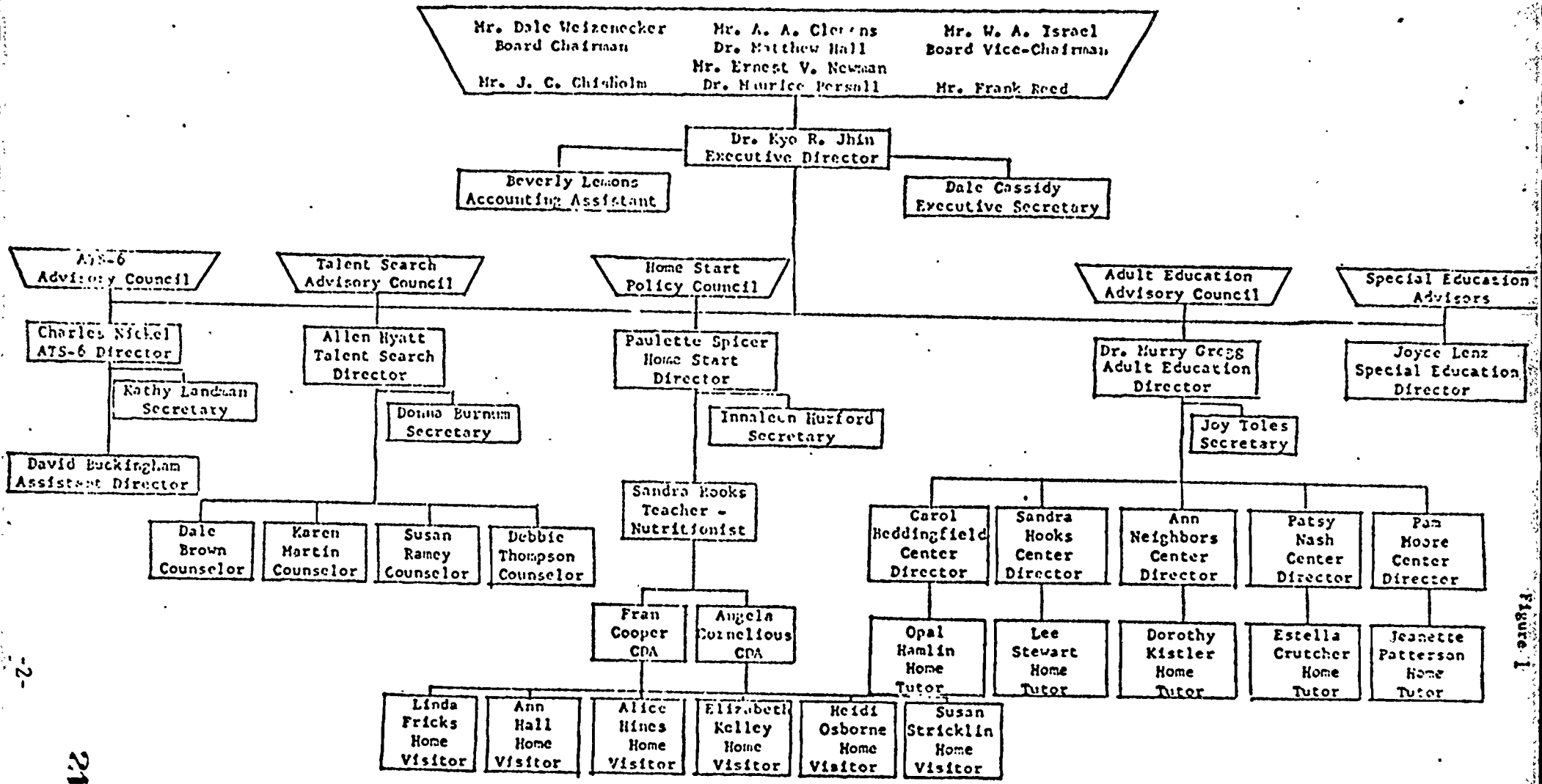


Figure 1

The centers are staffed by a center director and a home tutor. They utilize a limited amount of instructional materials and equipment in offering both individualized and group instruction. The instructional strategies employed among the centers very according to the instructional style of the center director and the nature of the community served. The centers are open all day, Monday through Friday, and for three hours on Tuesday and Thursday evenings. The assistance of the center directors and home tutors is available to adult basic education personnel employed by local school systems.

Only one of the center directors has a college degree. Three others have some college, and one has a high school diploma. Each of the five home tutors has a high school diploma or a GED certificate.

The second major component of the TARESA project provides instruction in the home of eligible adults. In addition to assisting adult learners in the centers, home tutors make weekly visits to the homes of students who are unwilling or unable to visit the centers on a regular basis. The same materials used in the centers are used in the homes.

The third component consists of sixty half-hour color television programs specifically designed for adults preparing for the GED examination. The series, called "Your Future is Now," is made available by the Alabama Public Television Network. The television series affords adults the convenience of viewing the programs in the privacy of their own home, or in the presence of an instructor and other students in one of the learning centers. A home study guide for the series is made available to the adult studying at home. The guide may be purchased by the adult or checked out at one of the learning centers.

The success of the TARESA program has been largely due to a dedicated staff, willing to utilize the resources around them for the benefit of their clientele. In return, project personnel have been willing to share the program's own resources with other groups and agencies.

To date, the project has recorded over 200 instances in which some form of support was given by other agencies. (See Table I and Figure 2.) These agencies include local public school systems, community agencies, newspapers, radio stations, regional educational television stations, universities, community colleges, and technical institutes. The services provided by these agencies range from the use of space and facilities to television time for program promotion. According to the agency accountang, the services and materials provided by these agencies have exceeded $200,000 of "in-kind" contributions.

Internal cooperation among TARESA projects is essential to each project's success. In the first year of operation, for example, approximately 20 percent of the 85 Home Start parents were enrolled in the Adult Secondary Education Project. Approximately 150 GED recipients were counseled by the Talent Search Project staff in their quest to be admitted to area colleges and universities. To help insure cooperation among external agencies and internal projects, an adult education advisory council made up of agency representatives, adult education supervisors, and adult students meet periodically to advise project staff.

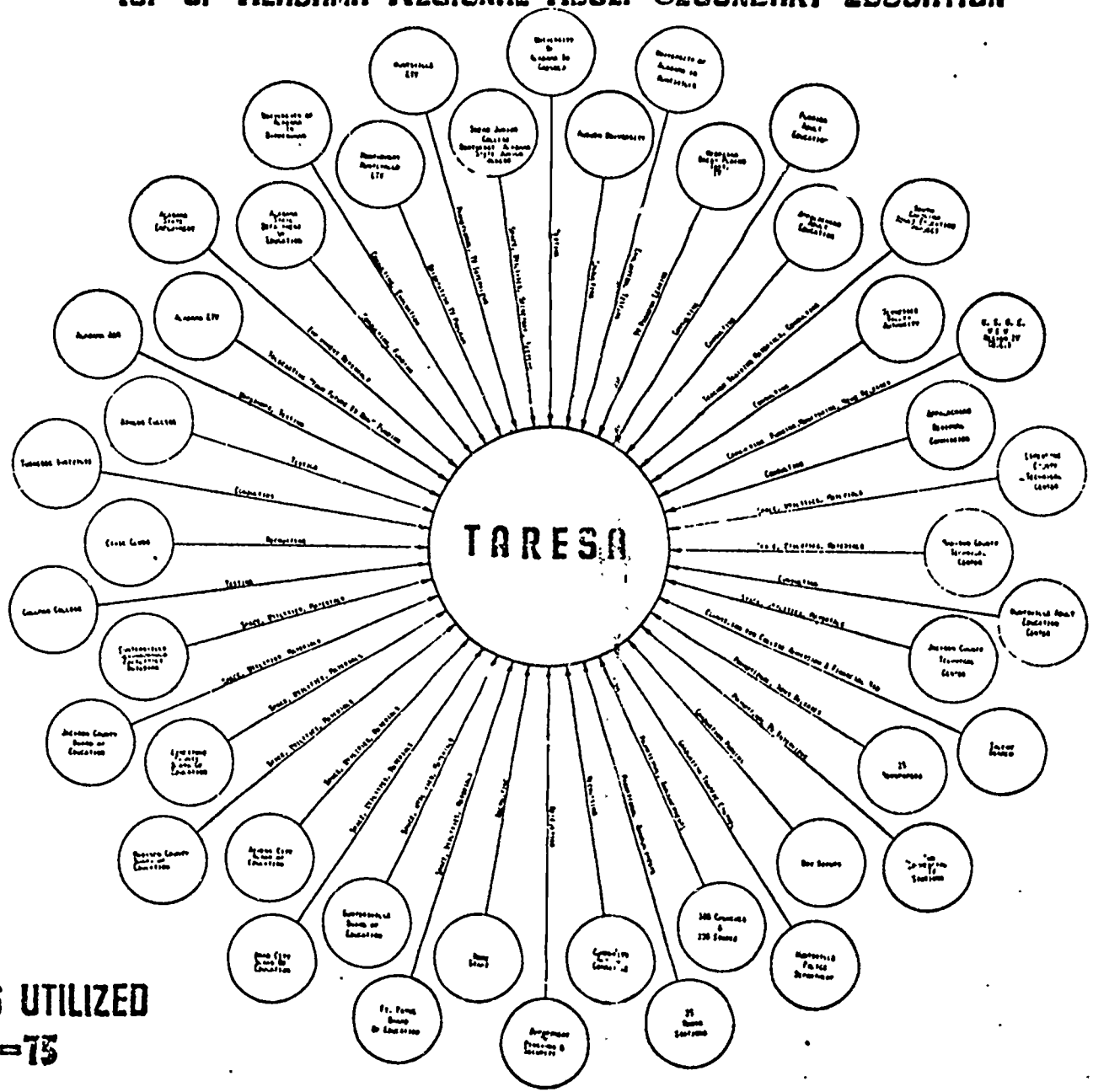
TABLE 1

TARESA ADULT EDUCATION
MATRIX OF RESOURCES MOBILIZATION 1973-74

SERVICES	Public School Systems								Local Agencies (Public)						Media						Jr. Colleges and Universities									State Agencies				National and Regional Agencies						Others					
	Arab City Board of Education	Athens City Board of Education	Fort Payne City Bd. of Education	Guntersville City Bd. of Education	Jackson County Board of Education	Limestone Co. Board of Education	Madison County Board of Education	Marshall County Board of Education	Community Action Committee	Guntersville Neighborhood Center	Huntsville Adult Education Center	Huntsville Police Department	TARESA Home Start	TARESA Talent Search	Huntsville ETV	Montgomery ETV	15 Newspapers	23 Radio Stations	WAAY-TV	WHNT-TV	Calhoun Community College	Gullman College	Northeast Ala. State Jr. College	Snead State Junior College	Alabama A & M University	Athens College	Auburn University	Tuskegee Institute	University of Ala. in Birmingham	Univ. of Ala. Center at Gadsen	Univ. of Ala. in Huntsville	Ala. State Dept. of Education	Ala. State Employment Office	Ala. ETV Commission	Department of Pensions & Security	Appalachian Adult Ed. Center	Appalachian Regional Commission	Florida Adult Ed. Program	Great Plains Instruct. T. V.	HEW Region IV (O.E.)	Manpower Ed. Inst. N. Y.	So. Carolina Adult Ed. Project	Tennessee Valley Authority	U.S.O.E.	Boy Scouts	Civic Clubs	Ind Stores	Ind Churches	Trinity United Methodist Church
Space and Utilities	x	x	x	x	x	x	x	x		x													x								x													
Monitoring																															x							x						
TV lessons & Telecasting															x	x			x	x											x		x						x						
Consulting & Staff Training	x	x	x	x	x	x	x	x			x		x	x	x						x	x	x	x	x	x	x	x			x		x		x	x	x			x	x	x		
Evaluation																													x		x													
Funding																															x		x											
Employment Referrals																																x												
Recruiting	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x		x	x		x				x	x	x	x	x					x		x	x		
Workshops	x	x	x	x	x	x	x	x			x		x	x	x								x	x	x		x			x	x		x				x							
Testing																						x	x		x	x			x	x														
Counseling													x	x																														
Materials	x	x	x	x	x	x	x	x		x													x	x							x								x					
News Releases															x	x	x	x	x	x													x									x	x		
Graduation												x	x	x																													x	x	
College Admission and Financial Aid														x																														x	x

Figure 2

Top of Alabama Regional Adult Secondary Education



RESOURCES UTILIZED
1973-75

LEGEND

The project's major purpose is to bring about some positive change on the part of adults in need of a high school education or its equivalent. Results of the first project year indicate that the project was able to help its audience to become more productive or lead a more satisfying life. The following statistics reflect the number of persons graduating from the program who have experienced such changes in their lives:

1) Approximately 25 percent plan to enroll in college.
2) Approximately 13 percent are already enrolled in college.
3) Fifteen percent who were previously unemployed are now employed in stable jobs.
4) Approximately 22 percent have definite plans to find employment.
5) Approximately 5 percent have received job promotions.
6) Fifty percent or more believe that their accomplishments will encourage their children to complete their education.

IV. FUTURE PROJECTIONS

The staff has projected a total enrollment of 1600 and a goal of 800 additional GED graduates for the 1974-75 project year. Already in the last half of 1974, approximately 450 adults have received their GED certificate.

REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS
Los Angeles Unified School District
Los Angeles, California

I SETTING

In this nation's fast moving economy and technology, there is a critical need for highly relevant and immediately usable adult occupational training. Traditionally vocational education's response to this need has come "too little and too late," while employer's training efforts have been sporadic and insufficient. Furthermore, these two entities, vocational education and the employer, have gone their separate ways in training rather than coordinating efforts in serving the same client. As early as a decade ago, the coexistence of increased unemployment and job vacancies in California brought the inadequacies of past training approaches into sharp focus. A large segment of the population continued to leave school poorly prepared to enter the world of work.

The California Legislature in 1963 responded to the challenge of closing this occupational gap by passing a bill which provided for more relevant job training and related education in regional occupation centers (ROC) to be financed by the state and a special local property tax.

Under the provisions of this new legislation, the Los Angeles City Board of Education began developing a new thrust in vocational training. In 1968, the Board directed that a full time job training facility be established to train in-school and out-of school youth and adults for employment in occupations having openings for qualified persons. Said the board in its brief but unaminous declaration:

> We believe that it should be the policy of our school district to provide career education for all youth and adults of the district to the end that . . . . . no student drops out of school who is not prepared to enter the world of work.
> . . . no student graduate who does not have salable skills for productive work or college education.
> . . . no adult is denied an educational opportunity to become properly employable.

This commitment and initial decision of the Board led to the present large-scale operation. Sixty thousand students per year attend over one thousand classes offered at the following five centers:

1) The West Valley Occupational Center, at the western border of San Fernando Valley, occupies a 22 acre site in an upper-middle class community--predominantly white population--serving 15,000 students per year.

2) The North Valley Occupational Center is a 14 acre site located at the northeast corner of San Fernando Valley and is one of the newer centers. It serves a heterogeneous population of White, Mexican-American, and Black students. When new construction is completed, it will more than double its size to serve over 10,000 students per year.

3) The Central City Occupational Center is located in the central part of metropolitan Los Angeles. It operates in a 10-story building housing a multitude of occupational training programs. This site also has branch locations for printing, automotive, and the masonry trades, painting and a decorating, and drywall instruction. It also conducts a separate school specializing in paramedical occupations. This site is one of the original programs and serves nearly 15,000 students per year.

4) The East Los Angeles Occupational Center is located in the predominantly Mexican-American community directly adjacent to one of the largest hospitals in the world. The program emphasizes a variety of health occupations. This center is also in the process of expansion and when completed will serve over 12,000 students per year.

5) The Harbor Occupational Center is located nearly 40 miles away from the Central City Occupational Center on the waterfront in the San Pedro area of Los Angeles. This center, because of its location, emphasizes the marine trades and is in the process of expansion. When completed, it will serve over 12,000 students per year.

II. ORGANIZATION AND ADMINISTRATION

The training project has a central administration composed of an administrative coordinator and an assistant with clerical staff. At each center there is a principal, assistant principal, head counselor, young adult counselor, business education coordinator, industrial education coordinator, and a training coordinator with various department chairmen and a media center coordinator.

The staff is assisted by industrial advisory committees made up of business leaders and experts. Together they develop programs and plans for future courses and find the staff of experts to do the teaching. Advisory committees function throughout the life of a program.

In a way, the unpaid advisory committees are as much a part of the system as are the school board's own staff. It is the committees that provide industrial know-how, act as an early warning system on employment trends, help keep courses timely, and turn up job-finding leads for graduates. They also locate needed equipment, often obtaining it at little or no cost to the school district.

Project personnel range in number from 100 to 250 full-time or part-time instructors with other supporting staff -- including clerical, teacher

aides, toolkeepers, business administrators, etc. The total staff of the five centers is in excess of 1,000 instructors with an equivalent number in the support roles. All instructors hold state-granted credentials, all have at least seven years of experience in industry, and all are committed to further study at a local university in methods and procedures of vocational education. Inservice education is an important aspect of their upgrading program. Because the instructors are so knowledgeable in their fields, they are also involved in the ultimate job placement of students.

The sponsoring agency is the Los Angeles Unified School District and the Division of Career and Continuing Education. Its continuing support is measured by the extent it has approved capital and operating budget necessary to operate the five centers at their present level.

The present annual budget for the five Centers is in excess of 12 million dollars per year for operational purposes. Present and anticipated capital expenditures will approach $50,000,000. The source of these funds comes from a combination of state support and the local taxpayer. Increased funding is part of a master plan for expansion of the program in three of the five centers. When completed, the program will increase by nearly 40% above its existing level of operation.

In addition, the Centers receive support from agencies such as the Department of Employment, the Department of Vocational Rehabilitation, the Veterans Administration, State Department of Education, legislators, Chambers of Commerce, businessmen's associations, trade unions, and other groups interested in the promotion of readily available skilled employees. The community has likewise shown its support through media agencies--free television, legislative support, donations, and other assistance to make the program a success.

III. PROGRAM AND STRATEGY

The organization of each center is determined by a thorough study of the population to be served. An analysis is made of the ethnic and educational background, industry needs, transportation, and other public and private school offerings in the area. Criteria used in this analysis includes surveys through community agencies, local public high schools, questionnaires sent to community residents, advice from community advisory committees, data compiled and published by other agencies and private organizations, statistics concerning population, employment composition, age levels of the population, wages and income levels and trends in local manufacturing and business activity that are usually available from outside sources. Curriculum is then developed to meet the requirements of that specific area.

In every instance, curriculum is developed through the initiation of an advisory committee and by a curriculum expert on the staff of the respective regional occupational centers. Preliminary course material is included in a trial document and presented to a representative advisory committee of business and industry for whom the training is being offered. Suggestions and refinement of the curriculum is a continual process through periodic meetings with the instructional staff and the advisory committee members.

Sequencing of learning experiences is generally left up to the expertise of the instructor who is recruited from business and industry and who is responsible for instructing in a logical, sequential manner. In all instances, subject matter proceeds from the elementary to the intermediate to the advanced stages of training. Once the curriculum has been designed, teenagers, young adults, middle aged, and elderly students work side by side. Strength and vitality results from this non-traditional age grouping. A sixteen year old youth will be working with a sixty year old man; neither knows the subject better than the other, but they go at it melding the hasty approach of youth with the let's-be-sure-first caution of age.

Attendance of all ages is facilitated by an operating schedule that continues year round from early morning until 10 o'clock at night, weekdays and Saturdays. Other departures from local traditional approaches include the open entry/open exit enrollment policy allowing students to enter at any time during the year and be referred for employment when they become job-ready.

Students who have academic deficiencies may take specially designed courses to meet their individual needs by attending the individualized study laboratory in conjunction with their trade training program. High school students may continue their high school classes in addition to attending the occupational centers. Other high school students who drop out or leave traditional high schools may enroll in the centers on a full time basis six hours a day, five days a week if they wish.

Each vocational subject has its own characteristics. Many depend upon sequential class instruction while others need small group discussion or individual help by the instructor or his aides. All manner of audio visual material is used to supplement instruction with emphasis being placed upon individualized material to which students may refer for recall or for review. The "buddy system" is utilized whereby advanced students are paired with the newer students. "Hands-on" performance is the keystone to a majority of activities and instruction. Performance testing is used extensively. Practical application of techniques learned in the classroom are related to on the job practices. Daily classroom instruction and lecture is followed by practical application in a realistic laboratory atmosphere.

Continuous counseling is an integral part of the total training program. The team approach by the instructional staff and counselors is an essential factor in this counseling program. Regularly, a counselor will join the instructor in the classroom to discuss various aspects of employment from application through job advancement.

Mock interviews are conducted with the use of tape recorders so that students can hear themselves in comparison with others and subsequently gain the confidence to undergo the real job interview. Through individual conferences and group sessions, the counselor seeks to alleviate such problems as non-participation in class, absenteeism, and inability to relate to other students or instructors.

IV. FUTURE PROJECTIONS

The goals are high. The ROC's do not expect to send out journeymen level employees, but they do seek to send progressively more qualified graduates to employers who have grown to place great confidence in the centers' training capability. To this end, the ROC's envision:

1) Expansion of individualized instruction techniques and materials.

2) Incentive pay for instructors who return to their profession or trade to update their skills and techniques.

3) Flexibility of design for vocational training facilities to allow for ease of conversion to meet needs of rapidly changing technology.

4) Purchase of most equipment will be by lease agreements or loans to assure training on current models found in business and industry.

5) More women will train for employment in traditional male occupations.

6) Business and industry will increase cooperative efforts to match training needs with employment projections.

Further expansion of existing facilities that can accomodate an attendance of 100,000 per year is currently underway. Along with physical expansion will be continued expansion of the team approach which is proving an invaluable asset to ROC communities. The ROC's seek to improve and strengthen their close working relationships between their personnel and the community agencies, advisory committees, and community at large, thus realizing a positive vocational influence in the socio-economic life of Los Angeles.

MINNESOTA LITERACY COUNCIL, INC.
St. Paul, Minnesota

I. SETTING

Nearly 200,000 Minnesota adults lack an eighth-grade education. In 1972, a survey revealed that only 30 out of 400 educational agencies offered literacy education programs for the adult non-reader and low-level reader. These conditions prompted the interest of three people with a background in literacy education to develop a volunteer based literacy organization called Minnesota Literacy Council, Inc. or (MLCI).

The first effort of the original corps of volunteers was to design a workshop for persons in the St. Paul area who were also interested in giving some of their time to illiterate adults in the area. This was the beginning of the Twin City Area Project, one that served as a forerunner of some 40 projects to be established statewide by late 1974.

II. ORGANIZATION AND ADMINISTRATION

As others became interested in the movement, the three persons who conceived the idea of a literacy program found it advantageous to develop a State Office and a Board of Directors. Soon, the all-volunteer executive committee of the Board consisted of a President, Vice-President of Training, Vice-President of Publicity, Secretary and Treasurer. Only the half-time secretary is paid. The Twin-City Area Project had already developed its own organization to guide local activities.

The MLCI became an affiliate member of the National Affiliation for Literacy Advance, or NALA, which is a membership organization of Laubach Literacy, Inc. A proposal was submitted to three foundations for funds to pay for office equipment and for money to pay trained personnel to give special workshops for tutors. The remaining costs of the organization are defrayed by local contributions. Usually high personnel costs of such an effort were non-existent due to the instructors and staff giving their time free of charge.

Local programs began to expand in number due in part to the presence of a State-wide Right-To-Read Program. The Minnesota Right-To-Read Program provided a delivery system for the procedures already developed by MLCI. By working through eight regional Right-To-Read Directors, MLCI has trained nearly 1400 certified tutors in all parts of the State. Each tutor and reading director recruits students and other tutors in his or her own community. When a need is found, a workshop is scheduled and a new project is begun.

IV. PROGRAM

The development of a new project usually follows a step-by-step procedure designed by MLCI and NALA. The first step calls for the convening of an

ad hoc local advisory committee of 10-12 persons. It is the practice of MLCI to include on the committee influential citizens, potential literacy organization leaders, and representatives from local agencies who may already have contact with disadvantaged adults.

The next step involves carefully stating the objectives of the local program. These usually include objectives relating to tutoring of adults in reading and writing, the training of tutors, tutor trainers, leaders, and possibly writers for literacy programs. Other objectives of local projects relate to program promotion, the organization of a literacy council, and fund raising.

A third step involves arranging for program promotion in order to recruit adult new readers and for fund raising purposes.

A fourth task of the local literacy volunteers is a careful survey of existing agencies in order to determine what they have to offer the proposed literacy project. Local programs may be planned and administered in cooperation with the local adult basic education program personnel.

A fifth stage of development involves the recruitment of volunteers for tutor training.

Next, students in need of training are enrolled. Names of students are obtained from community agencies, through door-to-door surveys, and the use of available media.

Another important step in the development of a literacy program is to arrange for a tutor training program that can be sponsored either by the ad hoc committee or by another community organization. This stage of programming is facilitated by NALA through its guidelines and standards for training tutors at all levels. NALA specifies that the literacy tutor trainer be a person certified as a tutor trainer by NALA, the standards for which are carefully described in NALA literature. The structured literacy workshop must provide a minimum of 12 hours of instruction, and follow-up workshops are held periodically for refresher purposes. Each person receiving training purchases a workshop kit which provides details on the instructional program. MLCI provides trainers with a Tutor Trainer Handbook for organizational instructional purposes.

Volunteer tutors come from many walks of life. The content of the training program has been carefully selected and designed to provide them with the essential concepts and methods involved in using the literacy materials furnished to them. Well over 60 percent of the total workshop time is devoted to making tutors knowledgeable and comfortable with the instructional materials. This may well be the difference between success and failure in most volunteer programs.

Certified tutors may choose several progressively involved fields of work besides tutoring. The Senior Literacy Tutor must have tutored one or more students 40 hours and must meet specific NALA requirements for this level. The Senior Tutor may become a Tutor Trainer or a Master Tutor Trainer after extensive training and experience in workshops and conferences. Finally, a person may become a Literacy Writer or an Instructor of Writers after undergoing tutor training workshops and writers workshops.

The final stage of development involves the formation of a local literacy council. The local council is designed to give leadership to the literacy education program, including the tutoring activities, training, recruitment, fund raising and program promotion. The council helps to solidify community support for the literacy program.

After the training workshops, each tutor is matched with a student needing help and is responsible for making contact and starting tutoring sessions. Contact is made between the tutor and the learner and a time and place for tutoring sessions is decided on by the two people involved. The completely individualized tutorial approach allows the learning experience to be fitted into the schedule of the adult at his or her convience. The learner is not faced with the necessity of returning to the classroom for instruction. The student then progresses at his or her own rate and has the full attention of the tutor. The materials and teacher's guides used in the tutoring sessions are carefully designed and selected to allow the learner to progress step by step from his beginning reading level up to the sixth grade level.

Students who are heads of households are given top priority in placement with tutors, as are students reading at the fourth grade level and below. Referral agencies are used to provide counseling and follow-up services to the students referred by tutors. Students are asked to purchase their materials at a nominal cost, but the materials are furnished by MLCI if the students are not able to pay.

The State Office and local Literacy Councils maintain close contact with one another and with the tutors through several communication channels. The Placement Chairman, responsible for the matching of student and tutor and the Workshop Trainer are frequently in touch by telephone. Monthly meetings give the tutors a chance to gather for the purpose of sharing experiences. Workshops for review, for teaching English as a second language, and for writing assistance are scheduled on request. A monthly tutor newsletter keeps the tutor informed on meeting dates, news of other tutors, new help for tutors, and general literacy news from around the State.

IV. FUTURE ACTIVITIES

At the close of the Right-To-Read pilot program at the end of 1975, which will terminate MLCI's unique partnership with a state program, MLCI will assume full charge of the local projects. The foundation is being laid now to insure a smooth transition to this leadership position.

Currently, inmates at the State Prison are being instructed by a trained staff member using the literacy materials. A tutor training workshop for inmates has been conducted so that an inmate-to-inmate program can be established. MLCI is optimistic that in the not too distant future there will be a network of local Laubach projects extensive enough so as to allow an inmate who receives instruction and is released to continue in the program with the help of another tutor regardless of where he may decide to relocate within the state.

MLCI is fully commited to increasing the number of qualified tutors and establishing more literacy projects. In so doing, MCLI hopes to give every adult illiterate and functional illiterate in Minnesota the reading and writing skills necessary for self-respect, a better job and a more responsible citizenship and parenthood.

PARENTS AND THE DEVELOPING CHILD
Utah State Board of Education
General Adult Education Section
Salt Lake City, Utah

I. SETTING

In all segments (advantaged and disadvantaged) of our society a "vicious cycle" often exists where the parent initiates and perpetuates unnecessary child, family and social problems. Although definitive information is not available as to the number of parents who consider themselves to be total or partial failures, it is known that more than two million parents annually consult family service agencies. In addition, the phenomenal sales of such books as Dr. Benjamin Spock's Baby and Child Care (over 22 million copies since 1966) and Haim Ginott's Between Parent and Child (over 2 million since 1965) suggest that millions of parents and parents-to-be are seeking guideposts, information, understanding and skills to avoid mistakes with their families and their children.

Because of voluminous data which indicates that parents and parents-to-be need and want to increase their understandings of the skills, principles, and ideas governing child development, and because child, family, and societal welfare is inextricably related to successful parenthood, the General Adult Education Section of the Utah State Board of Education recognized the necessity for developing and implementing educational programs in this area. However, before tentatively conceived program topics and implementation steps were established, staff members from the General Adult Education Section identified and involved a broadly representative advisory committee for "go/no go" support. In addition, and most importantly, this committee provided Utah State Board of Education personnel with information and guidance concerning what, when, and through what processes a curriculum could or should be developed and implemented. At the initial meeting of the full committee on January 18, 1972, the committee established the following conclusions and recommendations.

1) Parents and parents-to-be lack and seek understandings in early child development.

2) Utah State Board of Education leadership should assist parents and parents-to-be in resolving their child development concerns by preparing, disseminating and implementing educational programs that are realistically reflective of both parent and children needs and wants.

3) State and local parent-teacher organizations, social agencies and religious groups, working closely with the support and leadership of the public schools of Utah, should assume responsibility for disseminating and implementing these educational programs.

4) Follow-up meetings should be held throughout the State for the purposes of assessing current activity (state-of-the-art) and receiving direct input from parents, parents-to-be, parent groups, interested citizens and professionals concerning program content, program preparation and program dissemination.

Following several meetings of the full committee, and with input from numerous non-committee individuals and groups, the committee tentatively decided that the program should cover three topics: 1) Fostering Your Child's Social Development Through Effective Communication and Discipline; 2) Parents and the Developing Child; 3) Fostering Your Child's Perception and Intellect. The above topics were subsequently revised and expanded to a series of eight programs. More specifically, the following development and implementation stages were conceived by the committee:

1) Within the rubrics of the above three general topics, identify more fully what parents and parents-to-be need and want to know about child development;

2) Develop and field test the three one-hour self-contained audio-visual instructional programs;

3) In preparation for implementing and instructional program for parents and parents-to-be, conduct pre- and inservice workshops for selected local discussion leaders and instructors.

4) Working with public school directors of adult education, local school principals, community leaders, social agencies and state and local Parent-Teacher Association personnel, implement pilot and statewide instructional programs for parents and parents-to-be.

II. PROGRAM

After numerous and representative "public engagement" opportunities for clarifying parental needs and wants, it was determined that the program would consist of eight motivational sound filmstrips of approximately 20 minutes in length, and that the program would comprise a series called Parents and the Developing Child.

Once the program topics had been identified and the methods of presentation established the General Adult Education Section of the Utah State Board of Education proceeded to negotiate two written contracts. One contract was negotiated with personnel from the Family Home Education Department of Brigham Young University, and the other with Aids to Motivation, a commercial production company. The purpose of the first contract was to identify in one, two, three and four word statements the important concepts, ideas and principles associated with each of the eight previously approved program topics. The second contract was to provide professional sound effects and photography, i.e., to place the concepts, ideas and principles and ideas of the first contract into motivational sound-on-cassette

filmstrips. Following negotiation of these two contracts, the narrative script for each program was written, evaluated, rewritten and re-evaluated numerous times until members of the committee, professionals, practitioners, and parents and parents-to-be were satisfied as to content, flow, photography and sound effects. Each of the programs was then field tested with different racial, social and economic neighborhood parents and parents-to-be groups. Following field testing and field testing changes, each of the programs was then finalized into finished filmstrips and audio cassettes. Similar procedures and processes were followed in the development of the Parent Guidebook.

The program series was developed to help parents and parents-to-be become more effective parents with specific help in areas of discipline, communication, social and intellectual development. The primary emphasis is for parents to build an understanding in parents of the development processes in children, so that they can devise specific techniques and methods to handle both problems and opportunities that frequently arise. Much attention is given to specific situations, not for the purpose of promoting "pat" answers, but to illustrate the kinds of things parents and parents-to-be might do within the framework of the basic principles involved.

The major headings and sub-headings of the program series are:

1) Children are individuals
   - Heredity
   - Environment
   - Activities

2) Growth, Maturation, Learning
   - Factors in Development
   - Activities

3) Stages of Development
   - Part I. Prenatal and Infancy
   - Infancy Stage, Prenatal Stage
   - Activities

4) Middle Years and Adolescence
   - Part 2. Stages of Development
   - Middle Years Stage
   - Adolescence Stage
   - Activities

5) Fostering Communication
   - Active Listening
   - Activities

6) Family Discipline
   - Discipline as Teaching
   - Family Rules
   - Say "Yes" When You Say "No"
   - Punishment
   - Activities

7) Social Development
   Six Basic Social Skills
   Three Basic Social Needs
   Developing Social Skills
   Activities

8) Theory Into Action
   Fighting Among Siblings
   Schoolwork, Whose Responsibility?
   Getting Children to Bed
   Tantrums
   Stealing, Lying
   Conveying Love
   Activities

The program series was not developed as a comprehensive course panacea to be implemented through a single delivery model. Rather, the following philosophical moorings guided the production and undergird the use of the program series:

1) The program curricula and instructional techniques and strategies must be open, flexible and responsible to student needs, wants, and aspirations.

2) The program will result in greater student motivation for seeking and utilizing responsible parenthood information, skills and understandings.

3) The program will identify and disseminate basic parent education and training principles, ideas and concepts that will form the basis for reaching the diverse publics at their practical, functional and situational interest/need levels.

4) The program must foster and internalize both information and values received from students, parents, the community, organizations and institutions being served.

5) The program must consider age, situation, grade level and subject matter (discipline) relevancy and timeliness through planned integration and coordination.

The program series has special applicability for adults with less than a high school diploma. However, it can be used with church classes, ethnic and cultural minorities, parent-teacher association groups, service clubs and public and private educational organizations.

III. EDUCATIONAL STRATEGY AND ACTIVITIES

The eight programs of the Parents and the Developing Child filmstrip series are handled in many different ways -- four two-hour sessions, eight one-hour sessions, or other combinations of varying time durations. In addition, all

or part of the eight programs have been used with the Toy Lending Library series, drugs and alcohol training, mental health services, pre- and in-service staff development, parent education, aid to families with dependent children programs, day-care center activities, head start and follow through programs, and other parent/child programs, including social science, home economics, and health and physical education courses.

The subject material for the program series is presented by motivational sound-on-cassette filmstrips. Parents, parents-to-be (in and out of school) or combinations of parents and youth view a filmstrip (approximately 20 to 25 minutes in length) and are then involved in discussion and application activities from the complimentary Parent Guidebook. The sound-on-cassette filmstrips illustrate and describe basic principles, concepts, techniques, and ideas for each of the program headings and sub-headings; and every filmstrip is followed by discussion and application activity sessions which include both individual and group work in the Parent Guidebook. The Parent Guidebook was designed and developed to accomplish the following specific purposes:

1) Provide a capsule summary of the highlights of each filmstrip.

2) Involve program participants in both individual and group discussion/application activities that develop, reinforce and increase their child development understandings and skills.

3) Supplement and complement the principles, concepts, techniques and ideas contained on the sound-on-cassette filmstrips.

4) Identify and involve program participants in individual and group activities that will move them from cognitive understandings to behavioral changes.

5) Provide space for program discussion notes.

6) Reinforce and clarify the basic principles, concepts, techniques, and ideas for each of the eight program sessions.

7) Establish a format and a climate for involvement, discussions and application of practical and useable child development techniques.

In initially launching the Parents and the Developing Child Program, the Utah State Board of Education conducted a statewide orientation workshop. In attendance at this workshop were one-hundred forty state and local leaders from various religious, social and educational agencies and offices. Following this orientations workshop, and primarily at the invitation of the leaders in attendance, staff members from the Utah State Board of Education conducted in-depth training sessions for local instructional/discussion leaders. These instructional/discussion leaders were then involved in presenting the program series to parents and parents-to-be. Staff development continues to be a vital and important aspect of the program.

Since inception of the program series, the Utah State Board of Education has distributed approximately 9,000 Parent Guidebooks and 200 full sets of the sound-on-cassette filmstrips. These materials have been distributed both in state and out of state.

IV. ORGANIZATION AND ADMINISTRATION

There are presently two individuals within the General Adult Education Section of the Utah State Board of Education who provide statewide leadership for implementation of the program. In addition to state level personnel, there is an adult/community education director associated with each of the forty school districts within the State of Utah. The leadership activities of these local directors are complemented and supported with Parent-Teacher Association personnel, 177 community school directors, teachers, counselors, aides, and other non-school community personnel through neighborhood school advisory councils. In addition, other state level offices and organizations, e.g., Rehabilitation Services, Mental Health, Drugs and Alcohol, Family Services, and Manpower, have local and regional offices which are using the program invarious ways. The activities of the Utah State Board of Education and the above agencies (offices) are coordinated for planning and implementation purposes through the Utah State Board of Education's Office of Child Development. This Office receives guidance from a Multi-Agency Program Committee.

V. FUTURE ACTIVITIES

On April 11, 1974, the Utah State Board of Education's In-office Policy Committee for Responsible Parenthood met and discussed the Utah State Board of Education's responsibility for leadership in the responsible parenthood area. During this meeting, a sub-committee was formal to carefully review the Parents and the Developing Child program for the purpose of identifying ways in which the series may be used in the future. The sub-committee was composed of representation from the following major phases of education and training: secondary, elementary, special, adult, vocational, teacher certification, career, media, and community education.

The sub-committee subsequently established five general agency categories, for recommended uses of the materials. Within each of the five agency categories, the sub-committee identified programs which currently use the materials or which may use the materials in the future.

1) Colleges and Universities
   - Pre-service and In-service Teacher Preparation Programs
   - College Students
   - Other Non-teacher Preparation Departments and/or Colleges
   - Extension and Continuing Education Programs
   - Child Development Departments of Higher Education, Including Graduate and Undergraduate Programs
   - Staff Members and Deans of Continuing and Extension Education

2) Public Schools
   - Home Living Classes
   - Health Classes (12th grade, boys and girls)
   - Responsible Parenthood Classes
   - Adult Education Classes (day and night)
   - PTA Sponsorship and Leadership
   - Parent Groups with Children in School--Elementary, Junior High and Senior High Schools
   - Parent Groups with No School Age Children
   - Home Economic Classes--Child Development and Training for Parenthood Classes (11th and 12th grades) and Classes for Unwed Mothers
   - Classes for Dropout Girls (married and unmarried)
   - Classes for Young Married Girls who Have Completed High School
   - Classes Through County and School Health Nurses Working with Family Life Services Directors
   - School Distribution for Use in Family Home Evening Programs
   - Classes for Title I Parents
   - Adult Disadvantaged Consumer Education and Home Economic Classes
   - Physiology Classes (11th and 12th grades, boys and girls)
   - Classes for Teaching Staff (used during orientation at beginning of school year)
   - Used with Toy Lending Library Program
   - Classes for Head Start Parents
   - Classes for Adult Basic Education Parents
   - Parent Groups with Pre-School Children
   - School Mental Health Sub-Committee
   - Counselors and Counseling Work
   - Classes for Unwed Mothers
   - Drug and Alcohol Prevention Programs
   - Classes for Crippled Children Center Staff, Including Parents of Crippled Children
   - Classes for State Industrial School Staff, Including Parents of the Students
   - Psychology Classes (10th through 12th grades, boys and girls)
   - Nursery and Day Care Centers
   - Educational Regional Service Centers (Richfield, Cedar City, Heber City, and Price)
   - Office of Child Development and Head Start
   - Utah Society of Superintendents (information copies)
   - Utah Education Association (information copies, key personnel)
   - Association for Supervision and Curriculum Development (information copies)
   - State PTA (information copies)
   - Elementary and Secondary Principlas Associations (information copies)
   - House and Senate Education Committees (information copies)

Utah Association for Retarded Children (information copies)
Community School Classes (day and night)

3. Official Community Agencies and Voluntary Offices
   State Division of Health
   Family Services Division
   Department of Employment Security
   State Division of Mental Health
   Day Care Centers
   Nursery Schools
   Head Start Programs
   Community Service Councils
   Governor's Office
   State Department of Social Services
   Professional Family Day Care Association
   Hospitals
   Executive Director, Camp Fire Girls
   Utah Day Care Association
   Utah Professional Family Day Care Association
   Community Action Offices
   Migrant Council
   Head Start
   Handicapped Committee
   Division of Alcoholism and Drugs
   Seven Regional Alcoholism and Drug Offices
   Department of Family Social Services
   State Mental Health Clinics
   Governor's Planning Regions
   Bureau of Special Health Services
   Education Section of the Annual Utah School of Alcohol Studies and Other Drug Dependencies
   Correctional Institutions, Including Institutionalized Persons and Individuals on Parole and Probation (State, County and City)
   County Judges and Courts
   Organizations and Offices of the Disadvantaged and Poor
   Community Service Councils (Staff and Offices by Community)

4) Religious Groups
   LDS Social Services Department
   Catholic Schools, Leaders and Officers
   Adult Sunday School Classes (all denominations)
   LDS State Presidents
   LDS General Board of Sunday School and Relief Society
   LDS Family Home Evening Program
   Protestant Schools, Leaders and Offices
   Other Parochial Schools, Leaders and Offices

5) Ethnic/Racial Groups (translated to native language)
   Spanish
   Indian

Recognizing that the Parents and the Developing Child program series is an impetus and nucleus for broadly expanding responsible parenthood instructional programs both within and outside of the state, the General Adult Education Section of the Utah State Board of Education has developed and submitted a research and development grant proposal to the Utah State Board of Education. The proposed project would test alternate delivery systems with selected target populations using the Parents and the Developing Child program. The objectives of the project are to determine which delivery system (home based or school based) is more effective in disseminating the Parents and the Developing Child program; and to determine which delivery system is more efficient in disseminating the program. The assessment and evaluation of these objectives will be guided by the same philosophical moorings which supported the initial program development stages.